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of a work of unquestioned excellence. If Professor Heffelbower has not been able to attain the high ideal which he has set himself in his preface, he has at least given us a readable translation, which his publishers have issued in an attractive and handy volume.

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*Mediæval and Modern History.* By PHILIP VAN NESS MYERS. Revised Edition. Boston: Ginn & Co., 1905. Pp. 751.

The general merits and defects of Myers' histories are so well known that detailed criticism of this work would not be helpful to most teachers. So far as subject-matter is concerned, this book is merely an abridgment in one volume of the author's well-known works, *The Middle Ages*, and *The Modern Age*, published in 1902 and 1903 respectively.

Within the past three years four single-volume textbooks have appeared which cover this field, and which are suitable for use in high schools, viz.: Robinson's, Munro and Whitcomb's, West's, and now Myers' revision. Teachers of mediæval and modern history are fortunate in having such a variety of texts. There are certain advantages peculiar to each, and the wise teacher will see that the school library is supplied with several copies of each of these books. With the aid of the outline prepared by the New England History Teachers' Association, the large number of references for collateral reading to be found in the above texts, the two volumes of Robinson's *Readings in European History*, and the recently published *Source-Book of Mediæval History* by Thatcher and McNeal, teachers of this period will have the material to do better work than ever before.

There are certain features in the revised edition which add greatly to its value. In the first place, it is adequately illustrated. One hundred and thirteen cuts on a great variety of subjects will aid in relieving the monotony of the printed page, which has hitherto been a just cause for complaint. There are thirty colored maps, and nine sketch maps. The number and quality of these are satisfactory.

The references to original sources and secondary works are given in an abridged form. They have the fault of being too general. What the average teacher, and pupil, most needs is a carefully selected list with definite references by pages. A new feature is the "Topics for Class Reports." These are suggestive, but here again the failure to give specific references will greatly hinder their usefulness.

The period between the fall of Rome and Charlemagne is covered in sixty pages. This will meet with the approval of those teachers who believe that a review should be given to this period, whatever the previous preparation of the student. The abridgment appears to have been made with success, and the essential topics in the two-volume work are found in the present book. Many reviews of the former have appeared within the past two years, so that further detailed criticism is unnecessary.

On the whole, this book compares favorably with the other texts covering this field. For the average school, where the course is taken by second-year students and covered in one year, this text is likely to prove very satisfactory.

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